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ABSTRACT

This guide is designed to help students understand civics and government as well as the social, organizational, and technological systems that effect citizenship. It proposes use of a multimedia curriculum intended to combine the skills, knowledge, and content of civics with the workplace. The guide provides a rationale for an interdisciplinary curriculum focusing on the workplace and on civics; an outline of topics, goals, and characteristics of the project; possible instructional techniques; course and lesson organization; student materials; and ideas about teacher training and support. The guide also includes operational suggestions useful in implementing the program such as state enrollment fees, focus questions, standards, essential concepts, and proposed illustrations. (TSV)

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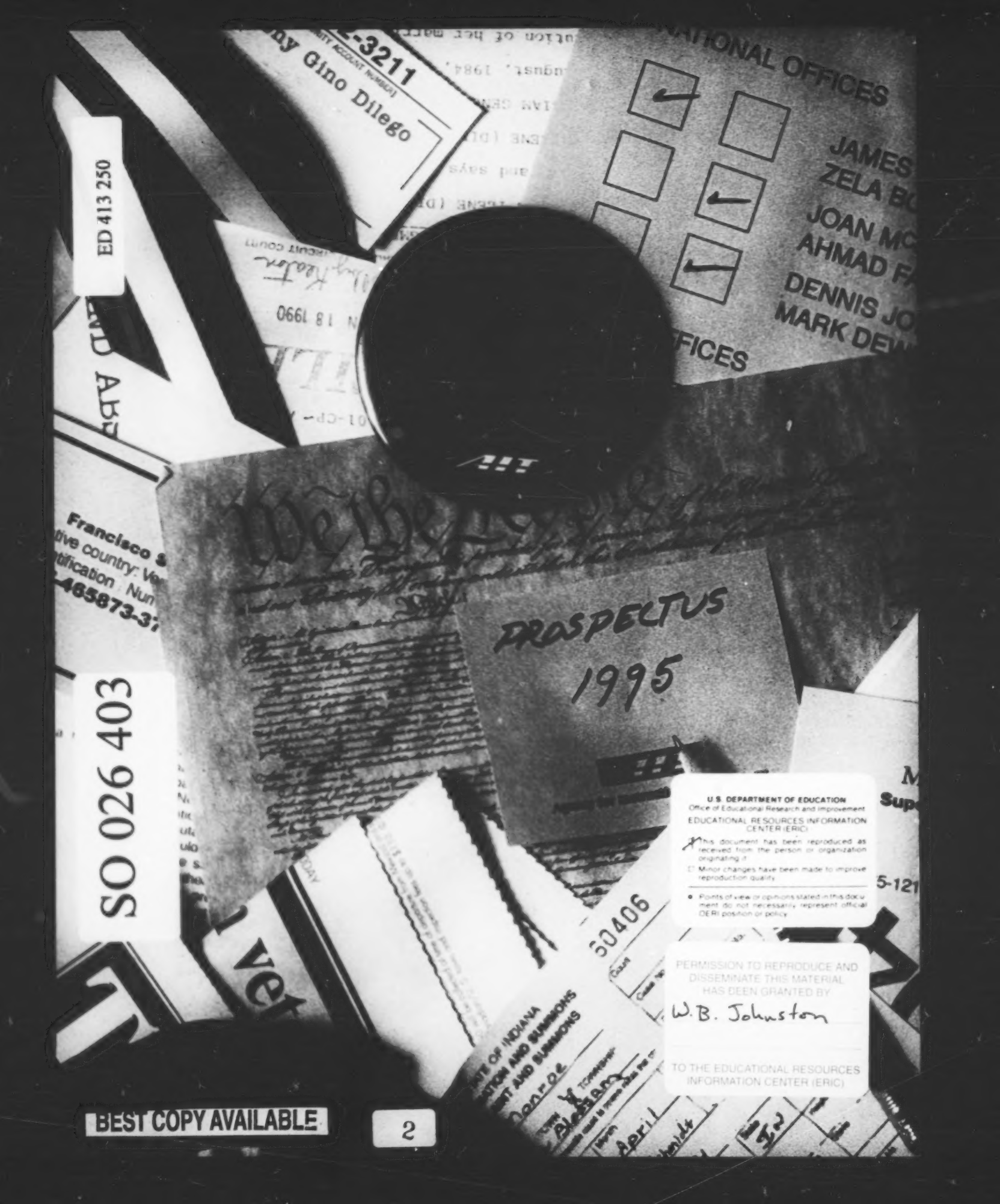
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Prospectus for a
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prepared by

THE CENTER FOR CIVIC EDUCATION

and

THE AGENCY FOR INSTRUCTIONAL TECHNOLOGY

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The Agency for Instructional Technology *is a nonprofit U.S.-Canadian education agency, founded in 1962, whose mission is to foster learning for pre-K through adult students. AIT develops, acquires, and distributes quality technology-based instructional resources and services; and it provides leadership to the educational technology policy community. AIT is the home of* ***ait.net*** *and TECHNOS Press, which publishes TECHNOS, the Agency's quarterly journal.*

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The Center for Civic Education *is a nonprofit, non-partisan corporation affiliated with the State Bar of California. The mission of the Center is to foster the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. The Center develops and implements programs in civic education for public and private schools at elementary and secondary levels, cooperating with educators and scholars in the social sciences, humanities, and the law. The Center offers curricular materials, leadership training, teacher education, and research and evaluation in civic education.*

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Introduction

BY THE YEAR 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

—National Education Goals (Goal 6)

This goal lies at the heart of education reform, an effort that concerns all Americans. First enunciated by the nation's governors in 1989 and repeated in President Bush's *Goals 2000* program, it is now codified in the Goals 2000: Educate America Act (Public Law 103-227). It's no accident that this goal links three elements that are essential in the education of every American:

- literacy
- the rights and responsibilities of citizenship
- preparation for work

Here, in the first paragraph of the Declaration [of Independence], is the assertion of the natural right of all to the ballot; for how can "the consent of the governed" be given, if the right to vote be denied?

—Susan B. Anthony (1873)

Those elements are in fact inseparable, because schools in America have long been expected to achieve multiple goals. Schools are charged with seeing that every student learns to read, write, reason, and compute. Another responsibility of schools—some say their most important task—is to prepare every student for citizenship in our constitutional democracy. A third responsibility, of growing importance, is the preparation of students for the world of work.

Prepared Workers at a Premium

Today all three of those responsibilities have taken on new urgency. However, with the profound changes in world economies, particular attention is being given to preparing students for the world of work. For most of the 20th century, the U.S. economy provided good-paying jobs for less-skilled workers. But in recent years, technological advances, international trade, and many other factors have seriously hurt America's blue-collar middle class. The income gap between high school and college graduates has widened dramatically. Recently, even white-collar workers have suffered layoffs and wage declines. It is worth noting that manufacturing itself has not shrunk substantially as a proportion of Gross Domestic Product. In fact, for the most part American manufacturers continue to hold their own in global markets. But good-paying, unskilled, and semi-skilled manufacturing jobs have grown scarcer. As Secretary of Labor Robert Reich recently pointed out:

As a jury trial is drawn from the primary right to a fair trial...so earning is implicit in equal American citizenship.

—Judith Shklar (1991)

> Even if there were not millions of workers in developing nations eager to do these jobs at a fraction of the wages of

American workers, these jobs would still be disappearing. Domestic competition would drive companies to cut costs by installing robots, computer-integrated manufacturing systems, or other means of replicating the work of unskilled Americans with machinery which can be programmed to do much the same thing. Meanwhile, the "knowledge content" of most goods and services is rising.

Increasingly employees at a premium are those who are more broadly educated; who can recognize, analyze, and solve problems; and who can work effectively and cooperatively with other people. Special attention must be given to 'the forgotten half'—those young people who leave school without the knowledge or skills needed in today's workplace. In the past, while the United States has been attentive to the needs of 'college prep' students and has invested heavily in the skills of college graduates, it has been much less concerned with and underinvested in non-college-bound students and workers. In that respect, the United States differs from two of its competitor nations, Germany and Japan, whose educational and training systems invest heavily in non-college workers. Not surprisingly, German and Japanese firms treat college-educated and non-college workers as much closer substitutes in production than do U.S. firms. While German and Japanese educational and training systems differ substantially, they both succeed at producing non-college workers who possess the problem-solving skills to adapt to new technologies and new workplace demands.

Whenever Law ends; Tyranny begins.

—John Locke (1690)

Human Capital Investment Necessary

Empirical research on cross-country growth patterns agrees: the two key sources of rapid growth and improved living standards are investments in human and physical capital. In a rapidly changing world and an increasingly competitive global economy, the United States cannot afford to neglect the development of any of its human capital. We must invest more heavily and more wisely in the education and training of those who don't go to college. Fifteen-years of experience urges that a more explicit national strategy of upgrading primary and secondary education is essential.

And while students must acquire workplace knowledge and skills, they must not be seen *only* as workers when we are prescribing an education. We need to remember that students are also citizens with rights and responsibilities. They are, or soon will be, voters, jurors, taxpayers, and members of groups ranging from trade unions to special-interest organizations. Students need to acquire civic knowledge as well as intellectual and participatory skills to function effectively in all of their roles.

I am not ashamed to confess that twenty-five years ago I was a hired laborer, hauling rails, at work on a flatboat—just what might happen to any poor man's son. I want every man to have a chance.

—Abraham Lincoln (c.1855)

To help students reach these tripartite goals—literacy, responsible citizenship, and preparation for work—both educators and employers are expressing interest in applied academic programs and courses. These are not remedial courses; they require much more than demonstrated minimal competencies. Applied academics, however, do stress the relevance of what students learn to the world of work they are about to enter and to their roles as citizens.

Law, strictly understood, has as its first and principal object the ordering of the common good.

—St. Thomas Aquinas (13th Century)

The Agency for Instructional Technology (AIT) is an acknowledged leader in providing schools with curriculum resources designed for this new alliance between academic and occupational learning. AIT began in 1985 to develop excellent technology-based "applied" classroom materials, from physics to applied communication, workplace skills, mathematics, and economics. Unfortunately, curriculum materials in civics and government are conspicuously absent.

Series to Meet National Standards

The Center for Civic Education (CCE) is particularly concerned by this omission, and is uniquely qualified to help remedy the situation. The preeminent developer of civic education materials, the Center's materials and programs are used in more than 22,000 schools by more than 20 million students. The *National Standards for Civics and Government*, published by the Center in November 1994, identify what all student-citizens should know and be able to do when they graduate from high school. Praised in the *Congressional Record*, the Standards are being used by school districts as they develop frameworks for curriculum guides and design assessment systems. These Standards will serve as a basis for this proposed course in applied civics and government for non-college and vocational students. These students will have an opportunity—equal to college-bound students—to acquire knowledge and to develop skills that are essential to informed, effective, and responsible citizenship.

Nothing is more important to America than citizenship; there is more assurance of our future in the individual character of our citizens than in any proposal I, and all the wise advisors I can gather, can ever put into effect in Washington.

—William G. Harding (1920)

In his second annual State of American Education Address on February 1, 1995, Secretary of Education Richard Riley spoke of the "need to reinvent the American high school—to create new, concrete links to the world of work and careers." Riley also stressed the importance of "designing tougher standards for our young people," because "the greatest barrier to the future of American education is the tyranny of low expectations."

In response to his concerns and those of other educators, policymakers, and students themselves, AIT and the Center for Civic Education propose to develop jointly a multimedia curriculum in civics and government for secondary students. This proposed curriculum will combine the content and skills addressed in the

National Standards for Civics and Government with the workplace know-how that lies at the heart of the recent U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) report, *Learning a Living*. The proposed series, a multimedia-based civics curriculum, is designed to help students better understand complex political, social, economic, and workplace issues; make informed decisions; succeed in their academic and career experiences; and function as informed, effective, and responsible citizens.

Workplace Civics and Government-(working title) will include five barcoded, interactive laserdiscs that contain instructional, assessment, and teacher training material; five student resource guides; and five comprehensive annotated teacher's guides with barcodes. In addition, a CD-ROM will provide students with problem scenarios from seven career clusters. The series design will include authentic learning features found to be effective in research conducted by the Center for Civic Education, the Center on Organization and Restructuring of Schools, Educational Testing Service, and others.

The project is projected to require 24 months to complete at a cost of $1,874,049.

Power tends to corrupt and absolute power corrupts absolutely.

—Lord Acton (1887)

I am only one; but still I am one. I cannot do everything, but still I can do something; I will not refuse to do the something I can do.

—Helen Keller (c.1950)

Rationale & Need

Throughout the United States, communities are experimenting with various school-to-work programs. Promising efforts include youth apprenticeships; tech prep, career and partnership academies; and applied academics instruction. Although called by different names, all school-to-work programs seek to integrate work-based and school-based learning, academic and occupational learning, and to link secondary and post-secondary education. This integration helps students see the connection between classroom learning and future success—as workers, citizens, family members, and individuals.

Americans are aware that today's students are not being adequately prepared for the workplace. Secretary of Education Richard W. Riley recently warned that nine out of ten U.S. jobs created by the year 2000 will require skills that half of today's entry-level workers lack. Unfortunately, the curriculum—particularly the vocational curriculum—in too many high schools has not kept pace with the emerging high tech, information-based, global economy.

To meet these demands, a curriculum must focus on learning activities that develop the intellectual skills needed in those workplaces where symbols and abstract-thought processes have replaced physical responses. All modern workers must be able to use a broad range of information-processing and problem-solving skills—in a wide variety of contexts. Chief among these contexts are the civic and economic worlds in which we live.

The only thing necessary for the triumph of evil is for good men to do nothing.

—Edmund Burke (c. 1780)

Challenging and Relevant

In his 1994 State of the Union Address, President Clinton stressed the importance of a challenging and relevant education for every student.

> As we expand opportunity and create jobs, no one can be left out...because America will never be complete in its renewal until everybody shares in its bounty. But...this strategy cannot work unless we also give our people the education, training, and skills they need to seize the opportunities of tomorrow. We must set tough, world-class academic and occupational standards for all our children and give our teachers and students the tools they need to meet them.... [We must] measure every school by one high standard: Are our children learning what they need to know to compete and win in the global economy? ...After all, most of the people we're counting on to build our economic future won't graduate from college. It's time to stop ignoring them and start empowering them.

Applied academics and school-to-work programs motivate students. They provide a meaningful context for learning by demonstrating the

relevance and utility of academic knowledge and skills. Both students—and society—will benefit in the current and future workplace, in the community, and in their roles as citizens and family members.

The study of civics and government lends itself naturally to the application of concepts and principles to problems and decision-making in the workplace. Students who are or shortly will be workers, voters, taxpayers, jurors, and members of interest groups ranging from trade unions to environmental protection groups need to develop understanding of public issues. They also need to understand the causes and consequences of government workplace regulations, labor relations, taxation, trade policies, and the like. Because governments at all levels are grappling with civic and economic problems, citizens and workers need to be able to understand, discuss, and act upon complex issues. Finally, a realistic understanding of political and civic issues is a critical component of the 'workplace know-how' advocated in the SCANS report, *Learning a Living* (1992). (See the *Workplace Know-How* chart on page 10.) Without these competencies, employers and workers at all levels are likely to make poor workplace decisions based on faulty perceptions of government, business, or social organizations. Their companies, their jobs, and ultimately American prosperity may fall victim to their ignorance.

Taxes are what we pay for civilized society.

—Oliver Wendell Holmes, Jr. (1904)

AIT and CCE Partnership

Carefully designed and expertly developed instructional materials are needed to give students a challenging curriculum in applied civics and government. As partners, the Agency for Instructional Technology (AIT) and the Center for Civic Education will address this need.

Using new technologies and proven methods of instruction, AIT and the Center for Civic Education propose to develop a comprehensive multimedia series. The semester-long course is designed to help secondary students better understand civics and government and the social, organizational, and technological systems of which they are a part. *Workplace Civics and Government* will allow students to apply learning to virtual workplace experiences.

Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law, or submit to the penalty.

—Chief Joseph (1879)

Course Design

IT and the Center for Civic Education, co-developers of the proposed *Workplace Civics & Government* series, will use the five organizing questions in the *National Standards for Civics and Government* as the basis for its five instructional modules. These Standards were developed by the Center for Civic Education with support from the U.S. Department of Education and The Pew Charitable Trusts. More than 3,000 individuals and organizations participated in this two-year effort to identify what students completing grades 4, 8, and 12 should know and be able to do in the discipline of civics and government. Publication of the first edition of these Standards was announced in the U.S. Supreme Court on November 15, 1994.

The Standards are being widely approved and accepted. They have been endorsed by civic and professional groups and have drawn praise by the press and in the *Congressional Record*. The United States Information Agency (USIA) sought and was given permission to reprint the Standards for distribution to U.S. embassies throughout the world. Currently state and local school districts are using these National Standards as they develop frameworks and curriculum guides.

PROJECT TOPICS

The five organizing questions addressed by the *National Standards for Civics and Government* will be used as major topics for each of the five modules. These questions are as follows:

1. What is government and what should it do?
2. What are the foundations of the American political system?
3. How does the government established by the Constitution embody the principles of American democracy?
4. What is the relationship of American politics and government to world affairs?
5. What are the roles of the citizen in the American political system?

PROJECT GOALS

Teachers will use project materials to help students achieve these goals:

- Acquire a body of civic knowledge and skills
- Understand the civic dispositions or character traits that contribute to the healthy functioning of the political order

- Develop a reasoned commitment to the fundamental values and principles of American constitutional democracy
- Develop critical-thinking and decision-making skills needed in the workplace and in civic life
- Understand the civic roles of individuals, businesses, interest groups, labor, and government, as well as their interdependence
- Learn how to participate effectively as informed, responsible citizens of a constitutional democracy
- Understand how the political system of the United States works
- Understand the interrelationship of free markets and free societies in the United States and around the world
- Augment the formal curricula with related learning experiences in the school, in business and industry, in the community, and in the home

COMPETENCIES

The U.S. Department of Labor's 1992 SCANS competencies will be integral to each module. These include:

- utilizing, managing, and allocating resources
- working with technology and with others
- acquiring and using information
- recognizing complex interrelationships among social, organizational, political, and technical systems
- selecting and applying technology, maintaining equipment

These competencies, when combined with the basic civic concepts taught in this series, will provide students with a strong cognitive repertoire. Such knowledge will facilitate effective decision-making practices throughout their lives.

PROJECT CHARACTERISTICS

Workplace Civics & Government instructional materials will:

- enhance civic competence as outlined in the *National Standards for Civics and Government* and other frameworks such as CIVITAS (also developed by the Center).

- enhance workplace competencies of students and other applied academic initiatives and approaches.
- include a variety of teaching/learning activities that encourage students to develop critical thinking, problem-solving, and performance skills.
- be adaptable for non-traditional students, (e.g., GED and adult education programs, JTPA training, naturalization courses, and ESL programs) and varied learning styles. (Videocassettes will be closed-captioned for hearing-impaired persons; they may also be used for reading remediation.)
- broaden students' perspectives on the world of work.

WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five competencies that effective workers can productively use, and a three-part foundation of skills and personal qualities that competent workers in the high-performance workplace need.

WORKPLACE COMPETENCIES	**RESOURCES**	Effective workers know how to allocate time, money, materials, space, and staff.
	INTERPERSONAL SKILLS	They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
	INFORMATION	They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
	SYSTEMS	They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
	TECHNOLOGY	They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.
FOUNDATION SKILLS	**BASIC SKILLS**	Reading, writing, arithmetic and mathematics, speaking, and listening.
	THINKING SKILLS	Ability to learn, reason, think creatively, make decisions, and solve problems.
	PERSONAL QUALITIES	Individual responsibility, self-esteem and self-management, sociability, and integrity.

Source: *Learning a Living: A Blueprint for High Performance*. A SCANS Report for America 2000. U.S. Department of Labor, the Secretary's Commission on Achieving Necessary Skills, April 1992, page XIV.

- increase students' understanding of their roles as citizens, including their personal, political, and economic rights and responsibilities.
- feature ethnic, racial, socio-economic, cultural, geographic, and age diversity among both males and females in relevant scenarios and documentaries.
- provide varied assessment activities for teachers' evaluation of student learning.

INSTRUCTIONAL APPROACH

The *Workplace Civics & Government* lessons and activities will emphasize significant and current knowledge, understanding of the outside world, substantive conversation, and social support for achievement. These standards will be integrated in the series' curricular design in the following ways.

♦ **Critical thinking.** The series will require students to analyze information; generalize about events and their effects; speculate and hypothesize about causes and consequences; analyze, interpret, and explain complex situations and issues; and draw inferences and conclusions from observation and data.

♦ **Significant knowledge.** The series will be designed to permit students to analyze public issues, and to evaluate, take, and defend positions on them.

♦ **Relevance to the world outside the classroom.** Examples and scenarios will connect academic learning with businesses, government agencies, organizations, and institutions that are important in students' lives.

♦ **Substantive conversation** (*talking to learn and understand the substance of a subject*). The instructional materials will be designed with activities for group interaction, shared experiences, and cooperative analysis and problem solving to reach a coherent and reasoned understanding and consensus.

♦ **Social support for achievement** (*high expectations, respect, and inclusion of all students in the learning process*). While a single course or curriculum, by itself, cannot change a school's learning climate and culture, the teaching suggestions and inservice information on the videodisc, teacher training videocassette, and teacher's resource guide will help instructors convey high expectations and challenge students to progress. A variety of assessment opportunities (laserdisc and print) will permit teachers to monitor, evaluate, and reinforce student learning.

♦ **User friendly.** The student materials, while user-friendly and inviting, will be intellectually rigorous and will require learners to grapple with essential ideas, enduring questions, and real problems.

♦ **Community based.** At the conclusion of each module, a community-based field activity will provide students with 'hands on' experience.

The project combines AIT's solid instructional design and unique multimedia approach with the Center's content expertise, to motivate, captivate, and engage students. This approach should yield a product with the potential to revolutionize civics education.

COURSE & LESSON ORGANIZATION

Workplace Civics & Government will be organized in five modules, each containing the material for one of the series' topics, on five barcoded laserdiscs. For each module, there will be a corresponding student resource guide and an annotated teacher's guide. An accompanying CD-ROM will feature illustrative problem scenarios from seven career clusters, with a menu that directs students to material relevant to each module. Modules will range from six to ten lessons each, to be taught over twelve to twenty 50-minute class periods. (Most lessons will require more than one class period.) Together, the five modules will provide a comprehensive 75-class period (semester-long) applied civics and government experience.

The initial lesson of the first module will present an overview showing how political and societal events affect the community, career areas, and everyday life. By dramatizing the effects of these events on people at work, this introductory lesson will establish the need for students' understanding of the principles and concepts that are illustrated. Students' motivation and interest in the series will be piqued by this dynamic presentation and by its relevance. In the lessons that follow, students will address key questions and issues and come to understand basic political and economic concepts. They will explore and compare constitutional principles and values to their own and others' experiences in specific, realistic contexts. Lesson materials will include videodiscs (accessed by barcodes in the teacher's guide) or videocassettes and accompanying guides. The CD-ROM disc will enable students to apply learning to problem scenarios across seven occupational areas. Each module will feature cooperative learning activities. Follow-up or field activities will provide opportunities for students to gain first-hand knowledge of the principles and institutions being studied, to integrate knowledge from other curricular areas, and to enhance skills they need to be informed, effective citizens.

STUDENT MATERIALS

Student materials for *Workplace Civics & Government* will utilize print, videodiscs, videocassettes, and CD-ROM for content presentation, instruction, application, and assessment.

Interactive videodisc. Videodiscs will be used to present realistic workplace and civic settings, inviting scenarios, graphics, and high-quality animation. They will also provide instantaneous and random access to all segments in the module. For example, a teacher who wishes to show an illustrative segment may do so instantaneously by simply locating and swiping the appropriate barcode in the teacher's guide. (The random access feature also enables utilization of video-disc material for assessment purposes.) Schools are increasingly acquiring and using the barcoded videodisc, which has quickly become the instructional medium of choice (Lookatch, 1993). In addition, up to four parallel audio tracks will permit a more active integration of video, student thinking, and dialogue. The first audio track accompanies the video footage. When the screen prompts students to select one of several alternatives in response to a question or problem, the two other audio tracks will lay out the consequences of these choices. (The fourth, *Teacher Track*, is reserved for teacher training.)

Videocassette. The project will also provide the videodisc material on approximately 300 minutes of videocassette for schools where videodisc players are not yet available. However, random access and multiple audiotracks (including *Teacher Track*) are not possible with videocassette technology.

Print. The student resource guides will:

- present instructions for using the videodisc
- introduce key concepts and terms
- pose or develop problems
- provide vital information and instructions for learning activities
- present text and data to stimulate activities that focus on specific career areas

Software. One CD-ROM containing Windows and Macintosh software features problem scenarios from seven general occupational areas: agriculture/natural resources; business/marketing/computer technologies; communication technologies; construction and design; engineering technologies; health/human services; mechanical/trans-

portation. A menu will list the five modules so that each student can select the occupational illustration most closely tied to his or her area of interest.

TEACHER SUPPORT & TRAINING

What occurs in the classroom before, after, and in some cases during a video-based presentation is as critical to learning as the video presentation itself. Research on the effectiveness of two prior video-based economics series (*Trade-offs* and *Give & Take*) revealed that students of teachers trained to use the series significantly outperformed students of teachers who were not trained in utilization.

Videodisc. In addition to disc-based instruction for students, *Teacher Track* will present up to three hours of disc-based orientation for formal or informal staff development. One of the four parallel audio tracks available on each disc will offer teachers suggestions that are relevant to the video segment; these include lesson planning, teaching strategies, and class management. This teacher-training track will suggest types of student questions to anticipate at various points, and will cue ideal methods and locations on the disc to facilitate classroom discussion. The videodisc technology will provide a powerful, yet easy-to-operate tool for both students and teachers. The laserdiscs will also include a student assessment component for teacher use.

Video. A 15-minute videocassette program for teacher training will be produced that presents an overview of project materials and demonstrations of actual classroom use.

Print. Teachers will receive an annotated version of the student resource guide. Each lesson in the teacher's guide will include:

- complete text of the student guide
- a detailed lesson plan that incorporates
  - an overview of the material
  - essential concepts to be taught and used during the lesson
  - standard(s) to be achieved
  - suggested discussion questions
  - time required to complete each activity
  - closure activities to facilitate review and extension of the lesson
- barcodes to access and drive interactive videodisc segments
- assessment opportunities

Assessment. All project print, videodiscs, and videocassettes may be used with groups or individuals for contextually rich assessment. Any of the illustrations on the videodisc or videotape may be used as the basis of an assessment exercise. The career-related application materials in the guides and on the CD-ROM may be used for lesson assessment at the end of a module. The teacher's guide will include barcodes that open a series of 'live assessment' opportunities relevant to each lesson. These context-setting laserdisc prompts will enable teachers to bring assessment questions to life.

CURRICULUM INTEGRATION: ECONOMICS & CIVICS

There is a symbiotic relationship between government and the economy: each influences, and is influenced by, decisions made by individuals. This relationship will be explored throughout *Workplace Civics & Government*, which will extend the relevance of the series in the applied academics curriculum.

Consortium Deliverables

s a Consortium Member, you will receive the following proposed materials and rights. Naturally, this list is subject to changes based on the recommendations of those participating in Design Focus Groups.

Design Focus Groups. The membership fee includes funding for one representative from a participating Member Agency to attend one of the regional Focus Groups. Additional representatives may attend at the Member's expense.

Review Committee. Progress reports will be sent to the participating Member; design documents and prototypical scripts, videos, and software will be sent to those representatives of Member Agencies who volunteer to review prototypes.

Implementation. The membership fee includes funding for one representative from each participating Member to attend the Implementation Meeting. Additional representatives may attend at the Member's expense.

Online Activities. All Members are encouraged to enroll as many representatives as desired in Online Focus Groups, Online Reviews, and selected sessions from the Online Implementation Meeting. (Due to Internet bandwidth limitations, video downloads will be limited to brief clips.)

Materials. The following materials will be shipped to each participating Member (with delivery scheduled for Spring 1997): five bar-coded laserdiscs containing student audio/video, teacher-training, and student assessment material; five 60-minute VHS videocassettes with linear versions of laserdisc materials and one 15-minute teacher training videocassette; five student resource guides, five teacher resource guides (annotated versions of the student guides), and one workshop leader's handbook; one CD-ROM containing Windows and Macintosh Software with illustrative problem scenarios from seven career clusters.

Licenses. Each participating Member will receive one license for duplication and distribution of *Workplace Civics & Government* videocassettes and computer software, valid within the Member's jurisdiction for ten years from initial delivery of materials.

Preferred Prices. All schools and colleges within the Member's jurisdiction will be eligible for preferred consortium prices for materials for a period of ten years from the initial delivery of materials.

AIT & EMERGING CLASSROOM TECHNOLOGIES

Historically it has been, and continues to be, the policy of AIT to provide schools with high-quality instructional media requiring only hardware/player platforms readily available in most schools. Extensive survey data has confirmed availability of VCRs, laserdisc players, and computers with CD-ROM in most K-12 schools. However, interactive full-motion video delivery, usable in large group and classroom settings, is neither viable nor readily available on CD-ROM. These attributes are currently limited to laserdisc, and this appears to be the case for the foreseeable future. As advances in software, video, and online delivery are made, AIT will carefully monitor them and look to the adoption behavior of the schools as its guide for selecting media. At such time that significant numbers of K-12 schools acquire new technologies, AIT will consider distribution of instructional materials using those technologies.

Operational Aspects

PROJECT MANAGEMENT

The project will be cooperatively developed by the Agency for Instructional Technology (AIT) and the Center for Civic Education, with AIT serving as the administrator. AIT is a not-for-profit organization dedicated to strengthening education through the use of video, computers, and other technologies. AIT has developed 36 major technology-based series, with associated curriculum, information, and assessment activities, in cooperation with consortia of state and provincial education agencies. These series are widely used in classrooms throughout the United States and Canada. The Joint Council for Economic Education (predecessor of the National Council of Economic Education) and the Canadian Council of Economic Education were active partners in the development and dissemination of such projects for economic education as *Trade-offs, Give & Take, Econ and Me,* and *Understanding Taxes*. AIT has also produced other award-winning Tech Prep and related applied academics series, such as *Applied Communication, Principles of Technology* (with CORD), *Workplace Readiness, Communication 2000* (with South-Western Educational Publishing), *Mathemedia*, and *Economics at Work*.

The Center for Civic Education is recognized as uniquely qualified to develop innovative and effective curricula in civics and government. The Center has been developing and implementing curricular programs in civics and government for grades K-12 since 1965 and has an extensive network of colleagues and programs throughout the U.S., with similar linkages to several other nations. The Center, with support from the U.S. Department of Education and The Pew Charitable Trusts, developed and published the *National Standards for Civics and Government*. Other current programs of the Center involve civic education leadership in every state and congressional district in the nation. The Center's largest program, *We the People... The Citizen and the Constitution*, was recently praised by Senator Dale Bumpers [D.–Arkansas] in a letter to President Clinton as the "finest program in existence to pique the interest of young people in the... making of our Constitution."

DEVELOPMENT OF MATERIALS

AIT will assume responsibility for the technical aspects of the instructional video, videodisc, CD-ROM, and print materials for this project while consulting with and being accountable to the Center and affiliated participating organizations throughout development.

The Center will assume responsibility for the development of the content of the curriculum, in both video and print materials, with cooperative editing by AIT and review by participating Members.

COOPERATIVE DEVELOPMENT PROCESS

AIT and the Center will develop all project materials cooperatively, and will involve other agencies and organizations as appropriate. Design and development of modules will address the knowledge and skill objectives outlined in this document.

Workplace Civics & Government components will be designed and created through a systematic process of cooperative development. Representatives from state education agencies and from the Center for Civic Education's national network of individuals and organizations will be involved throughout the project as reviewers, evaluators, and meeting participants. As a consequence, those responsible for introducing and supporting the materials in their areas of jurisdiction will be part of the development process to ensure the effective utilization of project materials. During the development process, representatives of participating state education departments and civic education organizations will monitor the project's status, review the design and development of all instructional materials, and participate in planning for implementation.

CONSORTIUM COMMUNICATION

In *Workplace Civics & Government*, AIT will utilize the World Wide Web to conduct Focus Groups, provide scripts and prototypes, and solicit evaluations. Adding the Web to the information gathering and reporting mechanism will improve the project's quality by increasing the number of participants in the design, review, and implementation stages. Added benefits are cost containment and immediacy of communication. The design of *Workplace Civics & Government* materials will rely primarily on the regional Focus Groups, instead of a single large national meeting. Each Consortium Member may send one representative, at project expense, to one Focus Group. In addition, online Focus Groups will allow broad participation and immediate reporting. Scripts and small samples of prototypes will be posted online for reviewers. Implementation (promotion and teacher training) will occur at a Spring 1997 meeting. Each Consortium Member may send one representative at project expense. Information from this meeting will be posted online, for the convenience of those unable to attend.

With the Spring 1997 release of the series, AIT will assist Members in publicizing the project by posting an implementation brochure online, and on the *AIT Online Service*.

FORMATIVE EVALUATION

Evaluation materials keyed to project objectives will be created by the Center's Director of Research and Evaluation in conjunction with AIT. In addition to the review of materials by Focus Groups, design documents, treatments, scripts, and prototype video and print materials developed for this project will be mailed out for review by

members of the organizations supporting the project, content specialists, instructors, and other specialists in civics, government, and education. Questionnaires and rating sheets will be developed to solicit evaluation on such criteria as curriculum fit, ease of use, relevance and appropriateness of materials, appeal to teachers and students, and learning outcomes.

Materials, including student activities, also will be field tested in classrooms with students and their instructors to evaluate appeal, appropriateness, and learning outcomes. Results of evaluation activities will be reflected in the revisions of existing materials and will shape those under development.

DELIVERABLES & RIGHTS

AIT will hold copyright to the materials. Each participating member will receive one master set of project materials that includes all videos, videodiscs, CD-ROM, and print. Members will also have the right to make and use copies of the linear videos and software as needed to serve learners within their jurisdiction. Additional copies of all materials will be available for purchase by participating agencies at preferred prices from AIT. Each participating agency also will receive online promotional materials and periodic progress reports about project activities.

FEE STRUCTURE

The membership fee for *Workplace Civics & Government* is a $5,000 base plus 3 cents per pupil, K-12 enrollment. Thus, the consortium fee for a state with an enrollment of 734,469 is $27,034 or $5,000 + (734,469 x $.03). Substantial discounts are available for those who sign a letter of intent early:

40% off, if signed by September 10, 1995

30% off, if signed by January 10, 1996

20% off, if signed by July 10, 1996

10% off, if signed by April 10, 1997

STATE ENROLLMENT & FEES

Alabama	734,469	$ 27,034
Alaska	125,948	$ 8,778
Arizona	709,453	$ 26,284
Arkansas	444,271	$ 18,328
California	5,328,558	$ 164,857
Colorado	625,062	$ 23,752
Connecticut	496,298	$ 19,889
Delaware	105,547	$ 8,166
Florida	2,040,763	$ 66,223

State Enrollment & Fees, continued.

Georgia	1,235,304	$ 42,059
Hawaii	180,430	$ 10,413
Idaho	236,774	$ 12,103
Illinois	1,893,078	$ 61,792
Indiana	965,599	$ 33,968
Iowa	498,519	$ 19,956
Kansas	457,614	$ 18,728
Kentucky	655,265	$ 24,658
Louisiana	800,560	$ 29,017
Maine	216,995	$ 11,510
Maryland	772,638	$ 28,179
Massachusetts	877,726	$ 31,332
Michigan	1,599,377	$ 52,981
Minnesota	810,233	$ 29,307
Mississippi	505,907	$ 20,177
Missouri	875,639	$ 31,269
Montana	163,009	$ 9,890
Nebraska	285,097	$ 13,553
Nevada	235,800	$ 12,074
New Hampshire	185,360	$ 10,561
New Jersey	1,151,307	$ 39,539
New Mexico	322,292	$ 14,669
New York	2,733,813	$ 87,014
North Carolina	1,133,231	$ 38,997
North Dakota	119,127	$ 8,574
Ohio	1,807,319	$ 59,220
Oklahoma	604,076	$ 23,122
Oregon	516,611	$ 20,498
Pennsylvania	1,744,082	$ 57,322
Rhode Island	145,676	$ 9,370
South Carolina	643,859	$ 24,316
South Dakota	142,825	$ 9,285
Tennessee	866,991	$ 31,010
Texas	3,608,262	$ 113,248
Utah	471,365	$ 19,141
Vermont	102,755	$ 8,083
Virginia	1,045,471	$ 36,364
Washington	915,952	$ 32,479
West Virginia	314,383	$ 14,431
Wisconsin	844,001	$ 30,320
Wyoming	100,899	$ 8,027

SCHEDULE

Consortium Formation ♦ May 1995 – July 1997

Instructional Design ♦ May 1995 – December 1995

Focus Groups ♦ October 1995 – December 1995

Production and Evaluation ♦ January 1996 – May 1997

Consortium Meeting ♦ Spring 1997

General Delivery ♦ May 1997

BUDGET

The proposed budget for the project is $1,874,049. Major expenditure categories are as follows:

Development and Funding	$ 152,422
Consortium Relations (Including Teacher Training)	$ 58,080
Instructional Design	$ 149,110
Production – Laserdiscs and Videocassettes	$ 914,744
Production – Software	$ 245,000
Production – Print	$ 247,407
Formative Evaluation	$ 41,537
Promotion	$ 45,912
Distribution	$ 19,837
	$ 1,874,049

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Workplace Civics & Government

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS

MODULE 1: WHAT IS GOVERNMENT AND WHAT SHOULD IT DO?

1a What are major, competing ideas about the purposes of government?	Students should be able to evaluate the implications for individuals and society of competing ideas about the purposes of government.	Government Authority Power Common Good Individual Rights The State	At the company's Community Bulletin Board, young workers examine the campaign notice of a congressional candidate who states that the role of government is to educate citizens, to help them get jobs, and to pay for their health care. One worker agrees, while the other argues that governments are created to protect citizens' rights as individuals, to ensure order, and to help states build large projects such as highways and bridges. Which view of the role of government do you agree with?
1b What is the rule of law and why is it important for the protection of individual rights and the common good?	Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good.	Rule of law vs. 'rule of men' Individual Rights Common Good Anarchy Fairness 'Freedom under law' Liberty vs. license	In a work situation, an employee's immediate supervisor orders him to do a task based on a directive that other supervisors have passed down to her. The employee wants to comply, but he knows that this task is wrong and contrary to company policy. His choices include following the directive of his supervisors or refusing, citing the company policy that forbids such an action. Should he follow the 'rule of men' or the 'rule of law'?
1c What are the major differences between a limited and an unlimited government?	Students should be able to describe the major differences between a limited and an unlimited government.	**Limited Government** Constitutional democracy Constitutional monarchy **Unlimited Government** Dictatorship Absolute monarchy Totalitarian system	While researching former world leaders for a Civics report, two students study pictures of Adolf Hitler and Fidel Castro. They discuss the differences between a totalitarian regime and a democracy. Are they correct? The students go on to discuss the various characteristics of western democracies, historic dictatorships, and present-day situations, such as Cuba. What should be done to help people who live under dictatorships or totalitarian regimes?

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS
1d Why is limited government important for the protection of political and economic freedom?	Students should be able to explain the importance of limited government to the protection of both political and economic freedom.	**Political Freedom** (e.g., speech, press, religion, assembly) **Economic Freedom** (e.g., own property, choose your job, enter into contracts, establish a business, join a union)	A young man has just received a Class B Commercial Driver's License (CDL) and is ready to purchase a moving truck. He must sign a contract with a bank that will loan him the money. Who sets the interest rates? He needs insurance. How are insurance companies regulated in the amount of money they can charge for a policy? Why does his state require him to carry insurance? Next, he needs to buy gas. Who sets the amount of gasoline tax the government charges? Why do people around the world pay so much more for gas than Americans pay?
MODULE 2: WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?			
2a What is the American idea of constitutionalism?	Students should be able to explain the essential ideas of American constitutional government, their importance to the protection of individual rights and the promotion of the common good, and how these ideas affect their personal lives and the workplace.	Natural rights People as ultimate source of power Government of limited powers Constitution as higher law Constitution Constitutionalism Inalienable rights	For his birthday, a high school student's older brother buys him a t-shirt that advertises a well-known beer company. The student wears the shirt to school, and is approached by the assistant principal who orders him to remove the shirt or be suspended for the day. He tells the assistant principal that he has a First Amendment right to wear the shirt. The administrator suggests that students' rights are limited in school settings, and that his shirt may cause a disturbance that will interfere with the teaching mission of the school. What should he do? How can he balance his right to free expression with the principal's responsibility to promote a healthy learning environment?
What powers does the U.S. Constitution give government so that it can fulfill the purposes for which it was established?	Students should be able to identify and explain the key provisions of the U.S. Constitution which provide government with the power it needs to accomplish the purposes stated in the Preamble.	**Purposes of U.S. Government** More perfect union Establish justice Insure domestic tranquility Provide for common defense Promote general welfare Secure blessings of liberty **Enumerated Powers** Make/enforce laws Levy/collect taxes Raise armed forces Regulate interstate commerce General welfare provision Necessary and proper cause	

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS
2b What means of limiting the powers of government does the U.S. Constitution provide?	Students should be able to describe the most important means of limiting the power of government provided by the U.S. Constitution and explain why they are important.	Separation of powers Checks and balances Elections Federalism Bill of Rights Judicial review	In a Civics class, two students are debating military spending. One student believes that the military is too big and that government spending on military projects is excessive. Besides, since everyone has a right to own weapons, a citizen militia could protect a citizenry from its enemies. The other student disagrees by suggesting that one of the responsibilities of government is to provide for the common defense: a strong military can help secure all of our liberties. What is the role of the military? How does a government control a large military?
2c What individual rights does the U.S. Constitution protect?	Students should be able to identify rights of individuals that are protected by the U.S. Constitution and explain why those rights are important.	**Habeas Corpus** (Article 1, Section 9) **Bill of Rights** **1.** Freedom of religion, speech, press, and assembly; right of petition **2.** Keep/bear arms **3.** Limits on quartering soldiers **4.** Protection from unreasonable searches and seizures **5.** Due process in criminal cases Protection of property; limits on eminent domain **6. & 7.** Speedy trial by jury **8.** Excessive bail/cruel and unusual punishment forbidden **9.** Other rights retained retained. **10.** Powers not granted to government are reserved to the people **Suffrage** Amendments 15, 19, 23, 24, and 26 **Due Process** Amendments 5 and 14 **Equal Protection** Amendment 14	Two young workers at a container company are afraid of being adversely affected by a new container deposit law. They believe the law is wrong and unconstitutional. Even though a majority of the members of the state legislature voted for the new law, the workers consider it unfair. What can they do? What role do the courts play in this problem?

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS
2d What are the distinctive political and cultural characteristics of the United States?	Students should be able to explain the major characteristics of American society and political culture.	Political culture Voluntarism Religious liberty Egalitarianism Relative social equality	While some young people are visiting with friends at a local city park, the police decide to conduct a pat-down search. Because of increased gang activity in the area, the police are looking for weapons and illegal drugs. The friends believe their Fourth Amendment right to protection against unreasonable search and seizure has been violated. The police believe they are promoting the general welfare by helping to ensure a safe neighborhood. How do we balance individual rights with the common good?
2e What fundamental values and principles are basic to American constitutional democracy?	Students should be able to explain the values and principles that underlie the American system of government. Students also should be able to explain the importance of shared political and civic beliefs to the maintenance of American democracy.	Individual rights Common good Justice Equality Openness and free inquiry Patriotism Popular sovereignty Constitutional government National identity Political conflict Political culture	Two young workers are standing next to the company's Community Bulletin Board. They notice an announcement from a local church group. Volunteers are sought to help raise money for clothing and food for community members who lost most of their possessions in a recent tornado. Saying he is too busy, one worker asks why there are so many churches in town and why should he bother to volunteer anyway? How would you respond? In Civics class, a student asks, "I thought this country stood for liberty and justice for all. Why are women treated differently from men in the military?"
2f What disparities exist between American ideals and realities and how can those disparities be reduced? What conflicts are there among American ideals and principles?	Students should be able to identify and explain the importance of American ideals; students should be able to evaluate, use, and defend ways and means of reducing disparities between American ideals and realities. Students should be able to identify principal conflicts among ideals and principles and state how they conflict.	**American Ideals** (e.g., liberty and justice for all; an informed citizenry; concern for the common good; respect for the rights of others) **Conflicts among Ideals & Principles** Liberty and equality Liberty and authority Individual rights and the common good	At a union meeting to nominate candidates for office, a worker delivers a speech that includes derogatory statements about the union president. Afterward, she is suspended for her actions. The worker claims that her First Amendment right to free speech has been violated. The president, however, suggests that derogatory speech is limited, and that free speech must be balanced with the need to be fair and to maintain order. How do you balance the rights of the individual with the responsibility of the president to promote the common good?

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS
2g What are the costs and benefits of diversity in American life?	Students should be able to identify the many forms of diversity in American society, analyze costs/benefits, and evaluate ways in which conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good.	**Diversity** Cost/Benefits Conflict Management	At a union meeting, a steward brings up some language and cultural problems encountered by workers who are trying to train new immigrant hires. What are the costs and benefits to a society of a diverse population? How does a democratic society tolerate diversity?

MODULE 3: HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PRINCIPLES OF AMERICAN DEMOCRACY?

3a How is the national government organized and how are power and responsibility delegated, shared, and limited in the government established by the Constitution? How does the federal system disperse power?	Students should be able to explain how the U.S. Constitution delegates power to three branches of the national government and describe the organization and major functions of those branches.	Legislative Branch Executive Branch Judicial Branch The Federal System	Standing outside the State Capital building, workers from a container company are protesting the new container law just passed by the legislature. Several people speculate that, although the law is supported by the governor, most people oppose it. They speculate as to how the protestors might change the law. One man suggests that the judicial branch of government determines whether a law is just or unjust. Another asks, "How does the court serve as a check on the power of the executive and legislative branches of the government?" In another scenario, two friends walking through a grocery store notice that products are labeled with nutrition information and expiration dates. One woman asks why stores do this. The other responds that packaging information is part of governmental regulations designed to protect consumers. At the checkout, one of the women shoppers pays for her purchases with a credit card. Does the government regulate credit-card interest and usage? Why?
What does the national government do and how does it affect your life?	Students should also be able to identify several important domestic and foreign policies of the national government and explain how they may affect students' daily lives.	**Domestic Policies** Domestic policies (taxation, monetary) Redistributive policies (e.g., welfare, public housing, job training) Regulatory policies (e.g., clean air, credit cards, food processing, minimum wage, OSHA, SEC) **Foreign Policies** War (foreign military intervention) Peace Trade Immigration Human Rights Aid (military, economic, humanitarian) Arms Control	

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS
3b How are state and local governments organized and what do they do?	Students should be able to explain why states have their own constitutions and governments and their relationship to the federal Constitution and government. Students should be able to describe the organization and major responsibilities of state and local governments, identify their major sources of revenue, and explain how state and local governments affect their own lives.	Federalism State constitution State government Local government	"Why do states need a constitution?" a tourist asks his friend as they view the New Jersey Constitution during a tour of the Capital building. "Isn't the U.S. Constitution enough?" The tour guide explains the idea of federalism by suggesting that certain problems are handled most effectively by state or city governments. What problems are best handled by the federal government?
3c What is the role of law in the American political system?	Students should be able to explain the importance of the rule of law and how law is used to protect individual rights and promote the common good.	Rule of law Ordered liberty Principal varieties of law (civil, criminal, constitutional) Roles of law (governs relations among individuals, protects individual rights, manages conflicts) Equal protection of the laws	After moving out of his apartment, a college student learns that the landlord refuses to return the $500-damage deposit, saying it's needed to cover damages that occurred during the student's residence. The former tenant disagrees with the landlord's contention. What can he do? A friend suggests that this is a civil law matter, and he should seek recourse there. What is the difference between civil and criminal court? Because the student is convinced that there's no significant damage to the apartment, he decides to take the matter to court. But which court? Should he sue in civil court using the adversary system? If he does, he may win or he could lose the judgement. What are the procedures for filing a lawsuit? Another option for him is to ask the landlord to meet with a mediator who might settle the dispute in a non-adversarial proceeding. What would be the difference in the decision if a mediator was used instead of a civil court?
How is law used to manage conflict in American society?	Students should be able to describe the adversary system and evaluate its advantages and disadvantages.	**Justice** Adversary system Due process of law	
What are the advantages and disadvantages of alternative means of conflict management?	Students should be able to describe alternative means of conflict management and evaluate their advantages and disadvantages.	**Conflict management** Negotiation Conciliation Mediation Arbitration Litigation	

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS
3d How does the American political system provide for choice and opportunities for participation?	Students should be able to explain how citizens can participate in the political process through membership in political parties; unions; and special interest, religious, service, and civic groups.	Political parties Campaigns Elections Interest groups Religious groups Service organizations Civic organizations Candidates	A young employee is approached by a coworker who urges him to join the union, telling him about its benefits and stressing that most of the company's employees have already signed up. The younger employee hasn't signed up yet because he can't see how it would help him. In another scenario, a newly-hired loan officer is invited by an older colleague to accompany him to a Lion's Club meeting. He says that the new employee can make a lot of contacts by attending the meetings. The young employee wonders, "What is the real purpose of a service club?"
3e How can a person acquire and evaluate information about public issues?	Students should be able to identify the major sources of information and explain how they can evaluate information and arguments in order to make reasonable choices on public issues and among candidates.	**Media** Television Radio Press Newsletters Emerging forms of political communication Freedom of the Press	Two coworkers are talking in the company cafeteria about an article in the local newspaper detailing the problem of the town's landfill, which is used by the company and by local residents. The article explains that, unless steps are taken to reduce the amount of trash discarded, the landfill will be full in five years. What are the best ways to get information about landfills and alternative ways of getting rid of garbage? How can the two workers help the town, and the company, understand the landfill problem before it is too late?
3f How is public policy formulated and carried out?	Students should be able to define public policy; identify examples at the local, state, and national levels; and explain how citizens can influence the formation and monitor the implementation of public policies.	Public policy Public policy making Influencing policy decisions Monitoring the implementation of public policy Public agenda Public opinion polls	The workers decide to take their proposal for garbage management to the city and county councils. What is the process for public policy making? What evidence will help convince the councils to act?

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS

MODULE 4: WHAT IS THE RELATIONSHIP OF AMERICAN POLITICS AND GOVERNMENT TO WORLD AFFAIRS?

4a How is the world organized politically and how do nation-states interact with one another?	Students should be able to describe how the world is divided into nation-states and explain the varied means by which they interact.	Nation-states Sovereignty Diplomacy Trade Treaties and agreements Sanctions Military force and threat of force International law	In their carpool, workers speculate about rumors of a possible buy-out of their company by a foreign corporation. What are the consequences of such an action? How do nations differ from corporations? Does it make a difference to workers who owns the company?
4b How is United States foreign policy made and carried out?	Students should be able to describe how United States foreign policy is made and the means by which it is carried out. Students should be able to identify current foreign policy issues of particular importance to their own lives.	Foreign policy Diplomacy Trade/tariffs Aid Economic Military Humanitarian Treaties and agreements Military intervention	At a 'meet the candidates' reception, a voter asks why the U.S. spends so much money on foreign aid. Why does the U.S. get involved in every world conflict? How much do we spend on foreign aid, and where does it go?
4c What are the most significant political, economic, demographic, and environmental developments in the world today and how can we meet the challenges they pose?	Students should be able to describe current political, economic, demographic, and environmental trends in today's world and evaluate current proposals for dealing with those developments.	Demographic trends Economic developments Environmental concerns Political change International organizations (both governmental and nongovernmental)	At a tour of the State House, two young tourists want to know how many countries live under a democratic constitution? How many countries are not democratic? What is happening in the Eastern European nations who recently deposed their communist-controlled governments?

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS

MODULE 5: WHAT ARE THE ROLES OF THE CITIZEN IN THE AMERICAN POLITICAL SYSTEM?

5a What is citizenship?	Students should be able to explain the important characteristics of citizenship in the United States, how one becomes a citizen, and how citizenship can be forfeited.	Citizen Citizenship Alien Naturalization	Some friends from work attend a citizenship ceremony to cheer on a coworker. She is among a group of immigrants who have recently passed their citizenship tests. What are the requirements for citizenship? How long does it take to become a citizen of the U.S.? Can you lose your citizenship? What documents do you need to work in the U.S. if you aren't a citizen?
5b What are the personal, political and economic rights of citizens?	Students should be able to identify personal, political, and economic rights Americans enjoy, the sources from which they are derived, and explain why these rights are important to them.	Natural rights Personal rights Political rights Economic rights Constitutions (U.S. and State) Bill of Rights Legislation Independent Judiciary	At a reception for their friend who just became a citizen, her coworkers wonder, "Do new citizens have the same political and economic rights and responsibilities as other citizens?" What are those rights?
What are the foremost issues regarding personal, political, and economic rights today?	Students should also be able to evaluate, take, and defend positions on contemporary issues regarding personal, political, and economic rights.	**Personal Rights** Freedom of conscience, association, expression, religion Freedom to marry, have children, travel, emigrate Right of privacy	**A. Personal Rights** Two friends are walking by a pro-life rally on the town square. One person doesn't think that the group has a right to influence women not to have abortions. Her companion asserts that, even though her friend disagrees with their pro-life stand, the rally participants have a right to express their views.
		Political Rights To participate in government (e.g., vote, hold office, serve on juries) To participate in interest group activities To influence and monitor public policy	**B. Political Rights** At work a young employee discusses a summons to jury duty with the Personnnel Manager. Is serving on a jury a right or a responsibility for a citizen?
		Economic Rights Education Welfare Health care Equal pay for equal work	**C. Economic Rights** (See Module 1a)

FOCUS QUESTIONS	STANDARD	ESSENTIAL CONCEPTS	PROPOSED ILLUSTRATIONS
5c What are the personal and the public responsibilities of citizens?	Students should be able to identify generally accepted personal and public responsibilities and explain the importance of fulfilling them for the individual and for society.	**Personal Responsibilities** (e.g., supporting one's family, accepting responsibility for one's actions, considering the rights and the interests of others, etc.) **Public Responsibilities** (e.g., obeying the law; paying taxes; serving as a juror; being informed about public issues; monitoring individuals, groups, and agencies in public life, etc.)	A voter registration booth has been set up at the mall. As a group of young adults pass by, one woman states that she sees no reason to register because she isn't going to vote anyway, and indeed, couldn't care less about being informed on public issues. Do citizens have an obligation to learn about public issues? Do citizens have an obligation to vote? Should non-informed citizens vote? Should a person have to pass a test on public issues before being allowed to vote?
5d Why and how should citizens participate in public life? How can Americans participate in the political process at the local, state, and national levels?	Students should be able to explain the relationship between participating in public life and the attainment of their own individual goals and the attainment of public goals. Students should be able to describe the means by which citizens can monitor and influence the political process at the local, state, and national levels and explain the importance of citizen participation at each level.	Participation Individual (personal) goals Public (collective) goals Public life Political participation Citizen movements (e.g., suffrage, civil rights, unionization, public education, equity issues, etc.)	Still at the mall, two members of the group stop and ask the booth worker, "Are there ways to become involved in the community besides voting?" Are there social or political issues that are important enough for you to volunteer time to help the cause?
5e Why is political leadership important in a constitutional democracy? Why is public service important in a constitutional democracy?	Students should be able to describe the personal qualities required of political leaders in a constitutional democracy, and explain the functions political leaders must perform. Students should be able to identify opportunities for public service in their own school, community, state, and nation, and explain why public service is important in a constitutional democracy.	Political Participation Citizen Movements (e.g., suffrage, civil rights, unionization, public education, equity issues, etc.)	At work, a supervisor asks a young worker if she is going to vote in the upcoming city council election. She states that, in her opinion, all politicians are crooks, so it doesn't matter who you vote for! The supervisor responds, "Have you ever considered running for public office?" What are the characteristics of someone who wants to hold a public office? Do citizens have an obligation to involve themselves in politics or participate in the political process by campaigning for a candidate?

MODULE FIELD ACTIVITIES

MODULE 1 : This field activity provides students with an opportunity to learn how to use two major sources of information: online services and the public library. Not only will students learn how to utilize computer networks and library resources to research current public issues of interest to them, they also will learn about the many other special services available, ranging from literacy and naturalization classes to current job-search assistance and public policy discussions. Students will improve their foundation skills as a result of this field activity, because it requires them to learn how to read, speak, listen, think critically, work in teams, and develop and use computer skills. It also requires students to teach others what they have learned.

MODULE 2 : Many Americans think of the federal government as a distant maze of agencies. They fail to realize that the people they have elected to represent them in Washington, D.C., are readily accessible through their local and state offices; members of Congress maintain those offices to serve their constituents. This field activity helps students to learn how to utilize congressional district offices comfortably and with confidence. This activity also will enhance students' ability to solve problems, to work together in teams, to capitalize on resources at their command, and to read, write, speak, and listen more effectively.

MODULE 3 : Every American lives under the jurisdiction of national, state, and local governments. All these governments—national, state, and local—affect everyone's daily life. Local governments, however, provide most of the services that citizens receive, and local courts handle most civil disputes and law violations. Local or intermediate governments provide essential services such as fire and police protection, education, public health, and street and road maintenance. They regulate zoning, the construction of buildings, and the licensing of businesses. Yet, despite the importance of local governments in the daily lives of Americans, few citizens know how to effectively monitor and influence them. This field activity introduces students to several ways and means by which they can monitor and influence such local governing boards as the city council, county board of supervisors, zoning commission, board of education, park and recreation commission, etc. Students are taught how to discuss issues of public policy with elected or appointed officials and how to monitor meetings of local and governing boards.

MODULE 4 : In recent years foreign competition and economic alliances in other parts of the world have challenged the once dominant position of the United States. Those challenges are affecting the lives of all Americans in both positive and negative ways. This field activity gives students an opportunity to assess the impact of those changes on their own lives and on the economy of their communities. Students are asked to identify organizations (businesses, labor unions, trade associations, etc.) in their own community concerned with those changes. They also are asked to identify individuals in their community who are knowledgeable about shifts in the world economy. Then small groups of students, who have been taught interview techniques and etiquette, will gather data, compare and contrast interviewee opinions, and draw inferences. Students will improve their foundation skills in the course of this field activity, because it affords them multiple opportunities to 'learn how to learn,' speak, listen, and work in teams. This activity also acquaints students with important resources in their own community, helps them develop interviewing skills, and builds their self-confidence.

MODULE 5 : This field activity requires students to obtain voter registration forms, which are then used for class discussion about the broader implications of voting, not only for society as a whole but also for individuals. Knowledgeable persons, such as the county or city clerk, a member of the League of Women Voters, or a representative of a political party, should be invited to the class to discuss current voting trends and issues.

Other Outstanding Resources from AIT

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Applied Communication (HS)

Attributes for Successful Employability (HS, Adult)

Economics at Work (HS)

Exploring Technology Education (Middle, JH)

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Road to School to Work: A Map for Implementation (Inservice, Prof Dev)

Workplace Readiness (HS, Adult)

Social Studies

Common Issues in World Regions (JH, HS)

Econ and Me (Primary, Inservice/Prof Dev)

Geography in U.S. History (HS)

Give & Take (JH, HS)

Taxes in U.S. History (JH)

The U.S. Constitution (JH, HS)

Too Much, Too Little (HS, College)

Trade-Offs (1, JH)

Understanding Taxes (HS)

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THE CENTER FOR CIVIC EDUCATION
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The Center for Civic Education *is a nonprofit, non-partisan corporation affiliated with the State Bar of California. The mission of the Center is to foster the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. The Center develops and implements programs in civic education for public and private schools at elementary and secondary levels, cooperating with educators and scholars in the social sciences, humanities, and the law. The Center offers curricular materials, leadership training, teacher education, and research and evaluation in civic education.*

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